Developing an inclusive education system: changing teachers' attitudes and practices through critical professional development

Presentation by:
M Simelane (PhD)
M Schoeman
Directorate: Inclusive Education, Department of Basic Education
Simelane.m@dbe.gov.za, schoeman.m@dbe.gov.za

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- Inclusive Education Policy aims and requirements

- Achievements since 2001

- Barriers to implementation

- Steps taken to redress the situation

- Status of teacher education

- Teacher Education policies – priorities

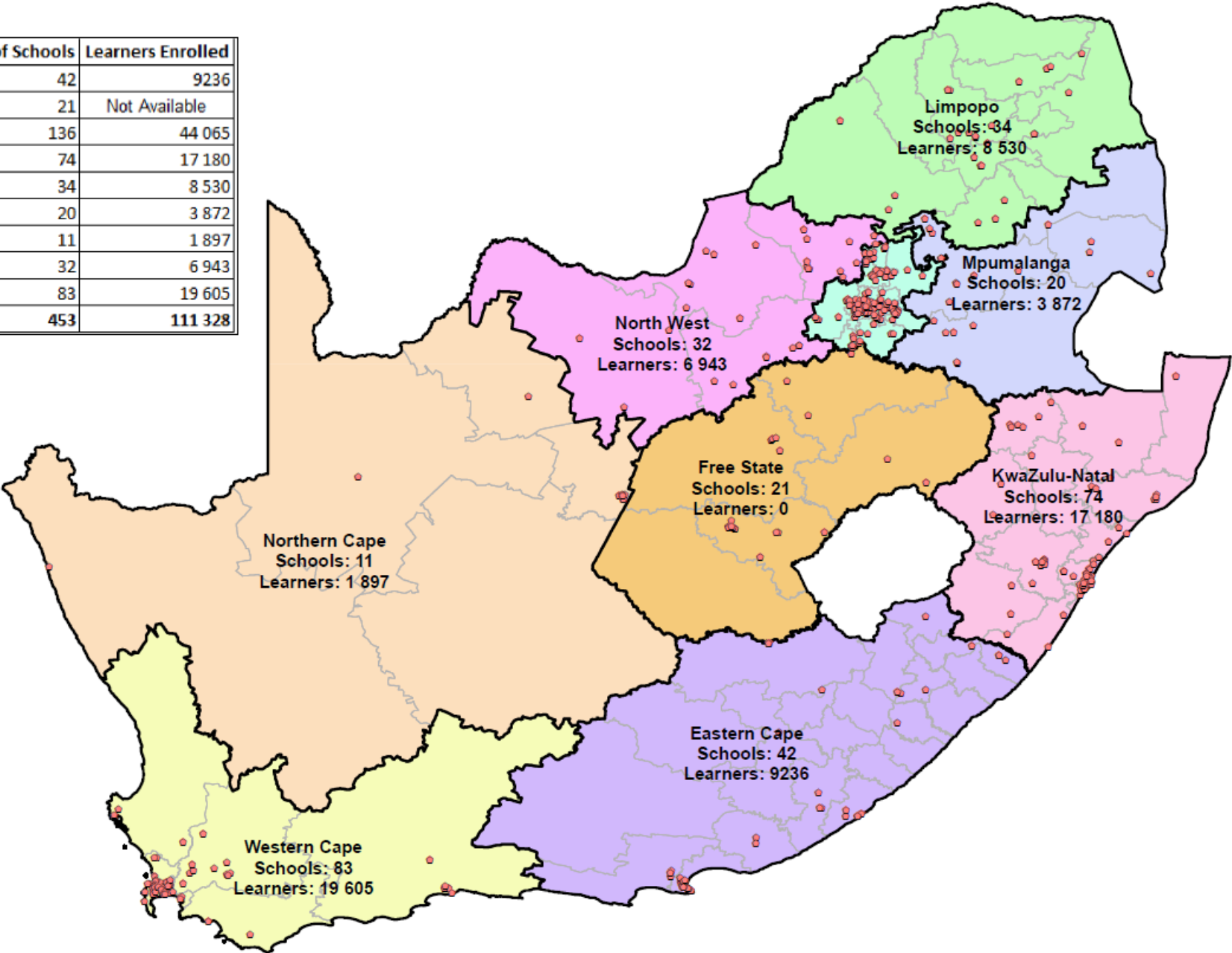- Proposed models of teacher education to ensure change

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PROBLEM STATEMENT

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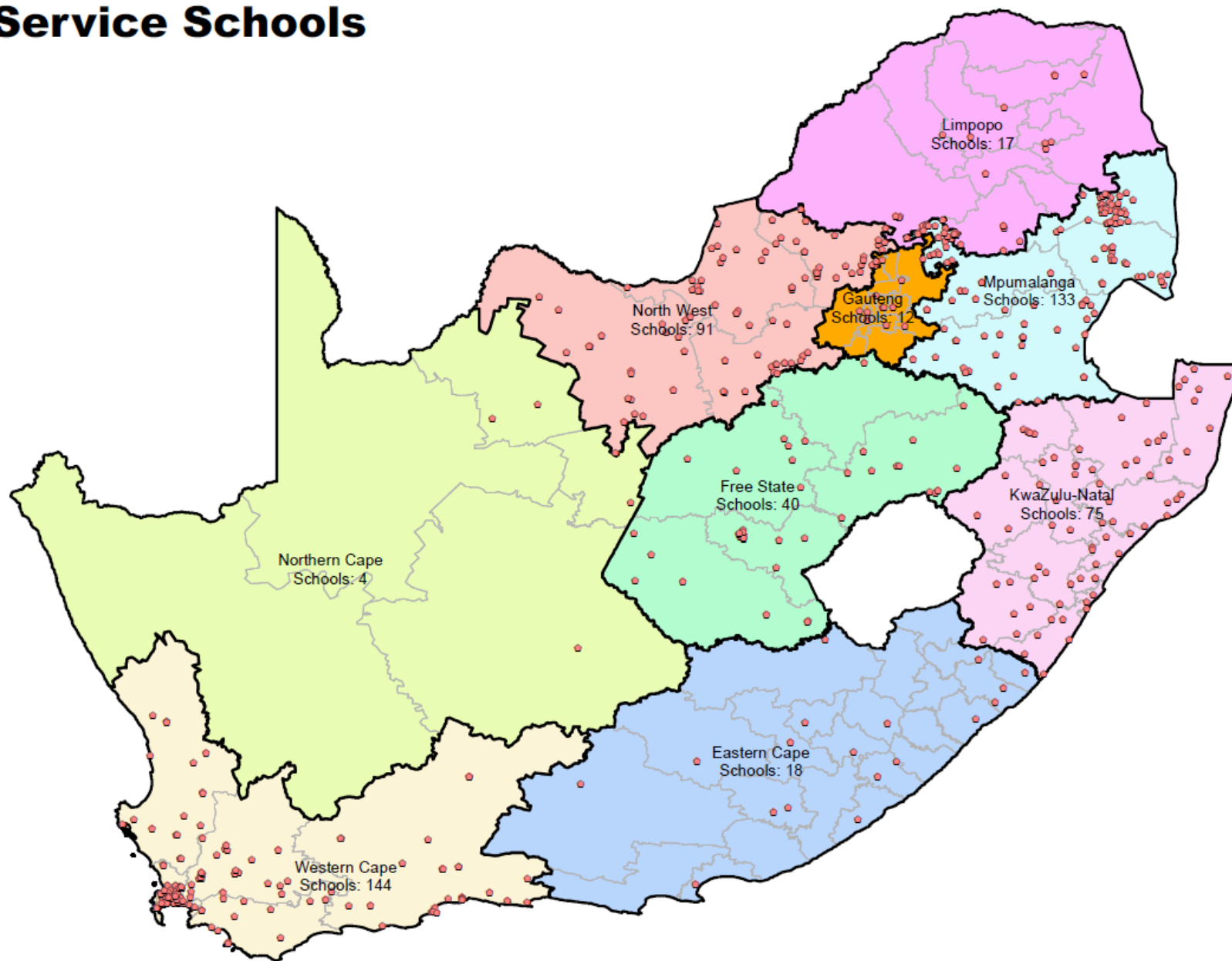
Problem Statement

- The prefix **"Special Needs Education"** in **the Inclusive Education Policy**

- **Incoherent understanding** of inclusive education across all levels of the system

- **Fragmented and disparate approaches** in the development of an Inclusive education and Training System at different levels and across provinces

- **Misconstrued complementarity of the dual schooling system** resulting to misaligned conceptualisation of inclusion

- Inclusion/inclusivity **took longer to be viewed as fundamental and core** and Inclusive Education **as a vehicle for re-engineering education systems**

Special Needs Education Overview

Province	No. of Schools	Learners Enrolled
EC	42	9236
FS	21	Not Available
GT	136	44 065
KZ	74	17 180
LP	34	8 530
MP	20	3 872
NC	11	1 897
NW	32	6 943
WC	83	19 605
SA	453	111 328

Limpopo
Schools: 34
Learners: 8 530

Mpumalanga
Schools: 20
Learners: 3 872

North West
Schools: 32
Learners: 6 943

Free State
Schools: 21
Learners: 0

KwaZulu-Natal
Schools: 74
Learners: 17 180

Northern Cape
Schools: 11
Learners: 1 897

Eastern Cape
Schools: 42
Learners: 9236

Western Cape
Schools: 83
Learners: 19 605

Full Service Schools

Limpopo
Schools: 17

North West
Schools: 91

Gauteng
Schools: 12

Mpumalanga
Schools: 133

Free State
Schools: 40

KwaZulu-Natal
Schools: 75

Northern Cape
Schools: 4

Eastern Cape
Schools: 18

Western Cape
Schools: 144

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LEGISLATIVE & POLICY FRAMEWORK

Legislative & Policy Framework

- The Constitution of the Republic of South Africa, 1996

- The UN Convention on the Rights of People with Disabilities

- The National Education Policy Act 27 of 1996

- The South African Schools Act 84 of 1996

- Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System, July 2001

- Conduct Policy on Accommodations, May 2014

National Development Plan

- **Providing Inclusive Education that enables everyone to participate effectively in a free society**

- Education to **provide knowledge and skills** that **people with disabilities can use to exercise human rights**

- Ensuring that **all children with disabilities** have **access to quality education** will help South Africa **meet its employment equity goals** in the long run

Education White Paper 6 Directives

- Education White Paper 6 makes the following provisions for the implementation of Inclusive Education:
  - Building capacity in all education departments;
  - Establishing district-based support teams (DBSTs);
  - Establishing school-based support teams (SBSTs);
  - Identifying, designating and establishing full service schools (FSSs);
  - Establishing mechanisms for the early identification of learning difficulties using SIAS(Screening, Identification, Assessment & Support);
  - Developing professional capacity of all educators in curriculum development and assessment e.g. Curriculum Differentiation
  - Mobilizing public support; and
  - Developing an appropriate funding strategy

RECONCEPTUALISATION OF INCLUSIVE EDUCATION IN SOUTH AFRICA

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Inclusion Reconceptualised

- Humphrey (2008) acknowledges absence of universally recognised definition and isolates the following constructs:

    - **Presence**: **promotion of visibility** of persons (recognition) who are normally excluded from activities of peers **in a normal learning context without withdrawal to "special classes or integrated segregation"**

    - **Acceptance**: degree to which communities and societies acknowledge the **diversity and rights** of those who are different from them to operate in similar educational and social settings

    - **Participation**: involvement of **persons with differentiated needs** in the quality of their learning experiences

    - **Achievement:** promotions of higher academic progress with better socio-emotional interactions in inclusive settings
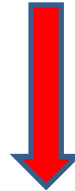
Inclusion Reconceptualised…

*Inclusion is a process of **addressing and responding to students' diversity** by increasing their **participation** in learning, cultures and communities, and **reducing exclusion within and from education*** (UNESCO, November 2005)

Necessitated Paradigm Shift

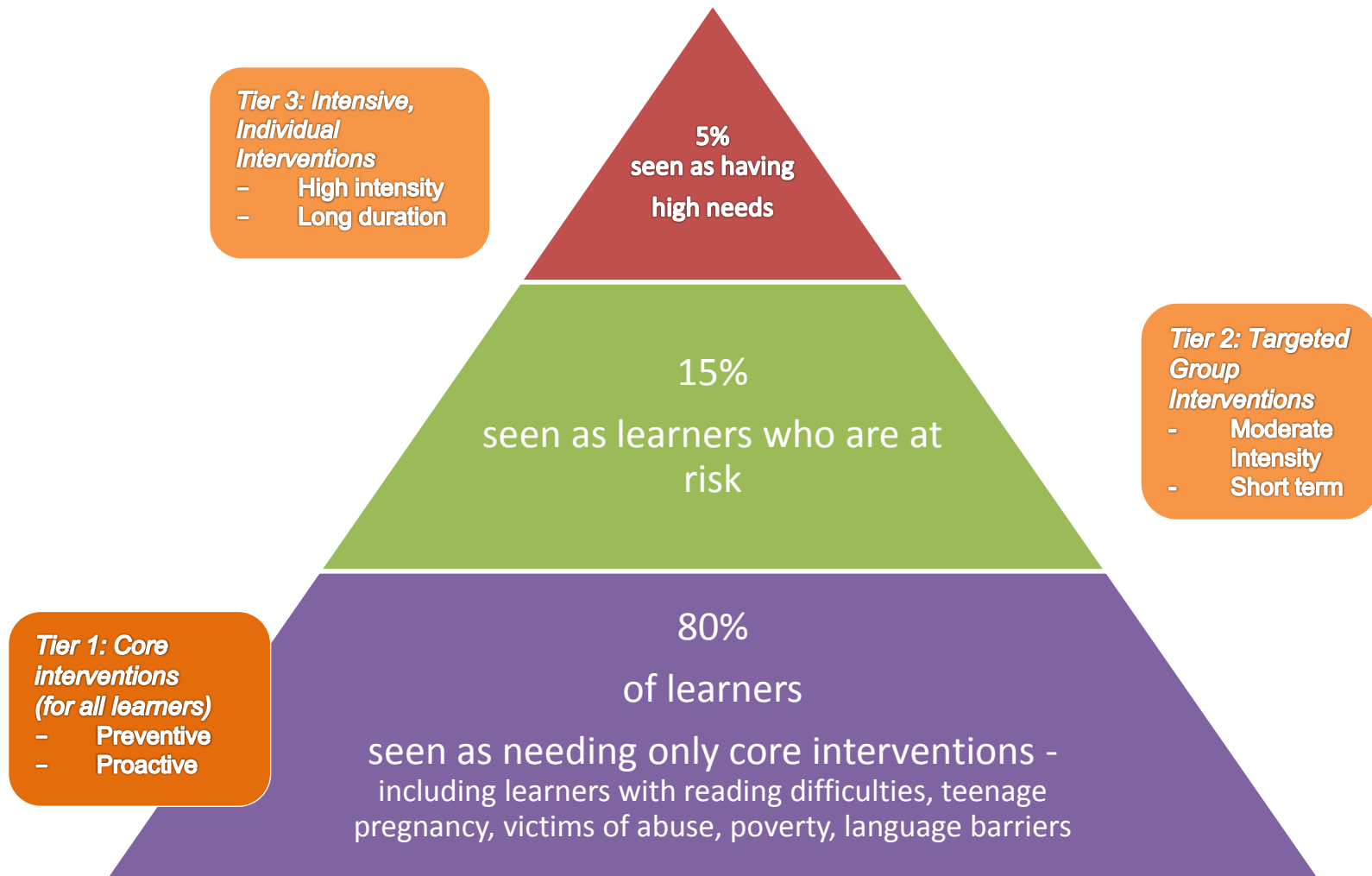## 'special needs'
(within child deficit; medical deficit model)

↓

'barriers to learning and development'
(systems change – social rights model)

Three Tier Pyramid of Support

Tier 3: Intensive, Individual Interventions
– High intensity
– Long duration

5%
seen as having high needs

Tier 2: Targeted Group Interventions
- Moderate Intensity
- Short term

15%
seen as learners who are at risk

Tier 1: Core interventions (for all learners)
– Preventive
– Proactive

80%
of learners
seen as needing only core interventions - including learners with reading difficulties, teenage pregnancy, victims of abuse, poverty, language barriers

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20 YEARS OF FREEDOM

EMERGING CONCEPTS

Emerging Key Concepts

- Above definitions and others are in concert in respect of concepts that are central in reconceptualising inclusion:
  - Learner Diversity
  - Barriers to learning
  - Presence/visibility
  - Acceptance/recognision
  - Participation
  - Achievement as per potential
  - Weariness about special classes/integrated segregation
- "…***Rather than being a marginal issue*** *on how some learners can be integrated in mainstream education,* ***inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners***." (UNESCO, 2005)

Preliminary Conclusion

"Men and women are limited not by the place of their birth, not by the colour of their skin, but by the size of their HOPE" (unknown)

Progress made since 2001

IMPROVING ACCESS TO EDUCATION FOR LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING (INCLUDING LEARNERS WITH DISABILITIES)

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Progress: Improving Access

Increase in enrolment of learners with disabilities (GHS statistics):
- 0 – 4 Years from 28.3% in 2009 to 43.7% in 2013
- 7 – 15 Years from 90.2% in 2009 to 92.5% in 2013
- 16 – 18 Years from 53.3% in 2009 to 70.3% in 2013
- *However, in February 2015 there were 5552 learners on waiting lists for specialised support*

Strengthening Special Schools:
- 285 Special Schools strengthened between 2012 and 2014 at cost of R1.6 bn
- 28 new Special Schools to value of R569 m
- 197 Special Schools converted to Resource Centres
- R5.7 bn allocated to Special Schools

Strengthening Full Service Schools:
- Of the 791 Full Service Schools, 137 (15%) have been physically upgraded
- Enrolment of learners with disabilities increased to 24 724
- Only R400 m spent on strengthening Full Service Schools
- 740 district officials and 546 teachers orientated in Guidelines for Full Service Schools

Increase in enrolments in Special and in Ordinary Schools

- Increased numbers in mainstream

77 752
(2004)

123 418
(2012)

80 702
(2013)

- Increase in number of Full-Service Schools (83 of 86 disticts)

30 **(2007)**

787 **(2014)**

- Number of special schools:

453 **(2014)**

295 **(2002)**

- Number of learners in special schools in 2014:

64 000
(2002)

117 477
(2014)

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Estimated out-of-school children

Provinces	Total Number of Children 5 - 18	Total number of learners with disability enrolled in ordinary schools	Total number of learners with disability enrolled in SNE schools	Total number of learners with disabilities enrolled in school (Ord. and SNE)	5.8% of the Total Population of Children*	Estimated number of children with disabilities out of school
Eastern Cape	2 008 286	28 288	9117	32296	116481	84185
Free State	739 034	21 330	5801	28055	42864	14809
Gauteng	2 796 030	4 988	41184	68765	162170	93405
KwaZulu-Natal	3 140 568	9 229	16264	44264	182153	137889
Limpopo	1 655 548	2 608	8524	10899	96022	85123
Mpumalanga	1 207 351	2 433	3549	15464	70026	54562
North West	974 478	2 326	1646	4382	56520	52138
Northern Cape	321 557	2 209	5437	7320	18650	11330
Western Cape	1 458 417	7 291	20076	20076	84588	58017
Total	**14 301 270**	**80 702**	**111598**	**231521**	**829474**	**597953**

Source: Annual school survey 2011 - 20   * New statistics released by STATS SA on 10/9

Reaching out to out-of-school youth

- In terms of statistics released by the Statistician General on 10 September 2014 the percentage of children and youth with disabilities in South Africa as per the Census 2011 stands at 5.8%

- The highest percentages live in Northern Cape and Free State (11%).

- If the current trend of building new special schools to accommodate learners with disabilities continue, 2**500** new special schools will have to be built (with 250 learners per school) to accommodate the **597953** learners who are not accounted for in school enrolment figures

- Because this is not feasible, a radically different approach needs to be followed to meet the needs of children and youth with disabilities in an inclusive education system

- By establishing and staffing a continuum of services based on the cornerstone of transversal outreach teams and collaboration with DOH and DSD, all learners could have access to support

- Specifically children and youth with profound and multiple disabilities who attend care centres of DSD and DOH must have access to education and support (a plan for their incremental enrolment into special schools is being developed in response to the court order of the WC High Court)

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IMPROVING QUALITY EDUCATION AND SUPPORT FOR LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING (INCLUDING LEARNERS WITH DISABILITIES)

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Progress: Improving Quality Education and Support

- Promulgation of the Policy on Screening, Identification, Assessment and Support (SIAS) in December 2014

- National SIAS training, involving wide range of sectors, is underway – target is universal implementation by 2019

- CAPS for SASL implementation started at Foundation Phase and Grade 9 in 38 schools for the Deaf in 2015, including procurement of LTSM for SASL in all provinces

- Policy on Accommodations in Assessment, May 2014

- Universal Design in Regulations on School Infrastructure, 2013 – including safety measures

- Development of a Draft General Education and Training Certificate (GETC) for Skills and Vocational Education and 26 Skills Learning Programmes for Learners with moderate and severe intellectual disability.

- Development of Policy Framework and Learning Programme for children with profound intellectual disability.

Progress: Improving quality education and support (cont.)

- Number of SNE learners enrolling for National Senior Certificate increased from 952 in 2012 to 1096 in 2014 and pass rate increased from 85.3% to 85.6%

- Improvement in ANA results for Gr 3 Maths and Language from 32.3% and 19.6% respectively in 2012 to 52.8% and 52.4% in 2014 (however fewer schools participated)

- Improvement of curriculum delivery through introduction of Guidelines on Curriculum Differentiation, Full Service Schools and Special Schools as Resource Centres (1880 district officials and 16 127 teachers)

- Improved teacher qualifications in Braille and in South African Sign Language (SASL) – access to Braille workbooks and textbooks.

- Strengthening provincial, district and school support systems

- Development of integrated Draft Resourcing Norms.

- Integrated School Health Programme
  - Strategy for School Safety applied also to special schools

Part 2

Key strategic levers introduced by the Department of Basic Education:

1. SIAS Policy
2. Curriculum Differentiation
3. Norms for Resourcing Inclusive Education
4. Introduction of a Skills and Vocational Qualification

Two main Inclusive Education Strategies

- Policy on Screening, Identification, Assessment and Support (SIAS)

  – To determine who needs support, what support is required and how it will be delivered

- Curriculum Differentiation

  – To equip teachers to respond to diverse needs of learners in the classroom and in assessment (Guidelines for Responding to Diversity & Policy on Concessions and Accommodations)
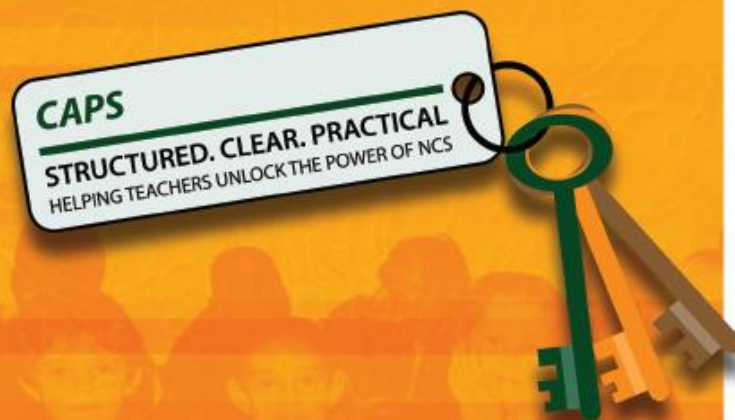
POLICY ON SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT

2014

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GUIDELINES FOR RESPONDING TO LEARNER DIVERSITY IN THE CLASSROOM | *English*

National Curriculum Statement (NCS)

Curriculum Assessment Policy Statement

CAPS

STRUCTURED. CLEAR. PRACTICAL
HELPING TEACHERS UNLOCK THE POWER OF NCS

Grades R - 12

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20 YEARS OF FREEDOM

Avoiding an approach that "misrepresents disability as individual impairment and sets out to clarify, map and measure these children with disabilities" or learning difficulties (Slee, 2011).

Ensuring self-representation by children and parents.

Hearing the voices on the ground.

Recognising the dignity of the child.

Introducing the SIAS Policy to ensure reasonable accommodation and support

- **Standardisation of the procedures** to identify, assess and provide programmes for all learners who require additional support to enhance their participation and inclusion in school.

- To **improve access to quality education** for:

  – Learners in school who experience barriers

  – Children of compulsory school-going age and youth who may be out of school

- To **manage and support teaching and learning processes**

- Establish a **seamless system of early identification** and effective intervention

- Directs the system on how to **plan, budget** and **programme** support at all levels.

- A key procedure to ensure the **transformation** of the education system towards an inclusive education system in line with *EWP6* and the *CRPD.*

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Curriculum Differentiation

Curriculum Differentiation

- A key strategy for responding to diversity
- Takes into account differences in learners' ability levels, interests, background etc.
- Modification, changing, adapting, extending and varying aspects of the curriculum
- Aspects of the curriculum to be Differentiated:
    - Content
    - Teaching methodologies
    - Learning environment
    - Assessment

Norms for the Distribution of Resources in an Inclusive Education System

Resourcing Principles

- Designed to support the realisation of the principles embodied in the SIAS Policy
- Shift from fixed posts locked into sites to an approach of itinerant/mobile outreach teams servicing a number of schools
- Structures based at District and Circuit levels
- Emphasis on continuum of support ranging from low to moderate to high.
- Preventative support also provided for whilst rationalising high needs support to attain equity across the system
- Recognition of need for specialised services

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The Skills Revolution

SKILLS & VOCATIONAL PROGRAMMES

- During the **Budget Vote Speech of 2015** Minister announced the development of Skills and Vocational Programmes and Exit Certificate at NQF level 1

- DBE has developed a **framework for the General Education and Training Certificate (GETC)** which is being consulted on

- **26 subjects will be finalised in 2015/16** to **offer learners** a **choice** in **Vocational/Technical and Occupational** pathways in line with the **proposed Three Stream Model**

- Prioritised **beneficiaries include 110 Special Schools of Skill** that offer unaccredited Skills Programmes to **33 627 learners**

- **2016/17** will be set aside for the **preparation of the system** for the implementation of the Skills and Vocational Programmes currently being developed

Status of Teacher Education in Inclusive Education

- Teacher Education Trends Report does not indicate specialisation in BEd and PGCE

- 6 of the HEIs offer ACE programmes in 2013 (CPUT, NMMU, NWU, UNISA, UNIVEN, UP) – 1141 Graduates

- No common approach or terminology

- Lack of conceptual consistency

- Only in Foundation Phase that learning support and curriculum differentiation is compulsory for all teachers and not in all HEIs

- Not clear to what extent IE is integral to subject teaching

- Guidelines for Responding to Diversity in the CAPS introduced in 2012 – all teachers need to internalise the approach

- No information available on the number of HEIs that include modules on the Policy on Screening

The problem with teacher education

- The greatest barrier to inclusive education is the belief of teachers that they need to be specially trained to deal with diversity, inclusion, behaviour and disability
- Many still hold classic 'special needs' view of learning support
- Unrealistic in the South African context where there are such diverse needs in every classroom
- Not enough specialists or specialised sites
- Specialists not trained for new service delivery modes – itinerant, mentorship, consultative
- Requires reform of all teaching – and apply to all teachers

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SA Policy Responses

- Policy on Minimum Requirements for Teacher Qualifications (ITE), 2014
  - Part of both general and specialised pedagogical learning
  - Central to Situational learning
  - Should also be part of fundamental learning – i.t.o. use of technology to address barriers to learning
- Integrated Teacher Development Strategy (CPTD), 2011
  - Prioritises multi-level / inclusive teaching and curriculum differentiation
  - Areas of specialisation – blind, deaf, autism, etc.

DBE Strategic Plans

- Action Plan to 2019:
  - Increase number of inclusive schools
  - Increase access to specialist support services
- Strategic Plan: 2015/16 – 2019/20
  - In inclusive education, there is an urgent need to implement the Policy on Screening, Identification, Assessment and Support and strengthen the implementation of White Paper 6 on Inclusive Education.
- DG's vision for **Repositioning the Education Sector:**
  - Building capacity of the state
  - Strengthening resourcing and accountability
  - Infrastructure and ICT
  - Care, Support and Social Cohesion, and
  - Building and Inclusive Education system – much wider than a line function. Children with special needs are still the cinderellas. Drive inclusivity through ECD, differentiated curriculum, inclusive society, inclusive economy.

Central approach to be followed

- Inclusion cannot be created as the extension of special education

- Mainstream teachers must stop referring learners to presumed specialists

- Should not be depending on identification and diagnosis of particular forms of disability and syndrome

- Support should be based on determining nature of reasonable accommodation required

- Focus on removing barriers to participation

- Develop inclusive pedagogy

- All teachers need to have this knowledge

Skills needed at three levels

- Teachers in ordinary schools lack essential knowledge on how to identify and address barriers to learning in their subject and day to day classroom practice;

- Teachers in special schools lack specialised knowledge in most of the key areas of disability, but most critically in the fields of education for visual impairment, deaf and hard of hearing, autism, intellectual disability, cerebral palsy and communication disorders; and

- District officials lack skills and knowledge to support schools and teachers with the skills to manage and effectively implement inclusive education in schools.

New and emerging needs

- Teachers trained to offer skills and vocational education
- Matching trades knowledge with pedagogical knowledge
- South African Sign Language

The UN Convention on the Rights of Persons with Disabilities

Ratified in 2007

"respect for inherent dignity, individual autonomy and independence of persons with disabilities, non-discrimination, full and effective participation and inclusion in society, respect for difference and acceptance of persons with disabilities as part of human diversity and humanity, equality of opportunity, accessibility and respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities".

UN Convention Article 24:

- Children with disabilities can access an inclusive, quality and free primary and secondary education on an equal basis with others in the communities in which they live, and no person with a disability can be excluded from the general education system on the basis of disability.

- People with disabilities should receive the support they need within the general system which should offer "reasonable accommodation" of the individual's requirements:

- "effective individualised support measures are provided in environments that maximise academic and social development, consistent with the goal of full inclusion".

UN Convention Article 24:

- States should ensure that disabled people can learn Braille, alternative scripts, augmentative and alternative forms of communication, orientation, mobility training, sign language and have access to peer support and mentoring. The linguistic identity of the deaf community should be promoted.

- For those who are blind, deaf and deafblind, education must be delivered in environments which maximise academic and social development.

UN Convention Article 24:

- Teachers with disabilities and those trained in sign language and/or Braille should be employed, and training of all staff and professionals should incorporate disability awareness.

- People with disabilities should have equal access to lifelong learning (including tertiary and vocational education).

The Convention poses a huge challenge to teacher education and must be made a national priority

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Way forward

- Deep change in ethos, culture and practices of schools required

- Must address barriers to learning to reduce drop out and

- Meet the needs of disabled children in ordinary schools as well as in existing special schools

- Rethink professional development away from short training on specific needs and syndromes towards longer-term reflective training on how to meet the needs of all learners

Professional Learning Communities

- Create communities of knowledge
- Share experience and best practice with critical friends, mentors and colleagues
- Establish a knowledge base of innovative practice
- Involve wider circle of district staff and researchers
- Different from the theory-practice relationship where 'experts' confront practitioners with ready-made answers and recipes

- This will contribute to ensure that, schooling can truly be about creating spaces of teaching and learning that enable pupils to make sense of the world they share with others in ways that will enable them to change it for the better. An ethics of engagement in education entails building dispositions of enquiry, cultivating awareness and concern for a common good and facing the suffering of others with a willingness to care
- *(Gilmore and Christie, 2012).*

Obtain information on latest policies on Inclusive Education at

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